

SCHOOL CULTURE MODEL BASED ON MULTIPLE INTELLIGENCES IN SD INPRES PALANRO DISTRICT BARRU

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SCHOOL CULTURE MODEL BASED ON MULTIPLE INTELLIGENCES IN SD INPRES PALANRO DISTRICT BARRU

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ABSTRACT

Along with the development of the theory of Multiple Intelligences in the realm of education and learning, it is possible that the renewal in the cultural order of schooling. School as a systematic institution inheritance of the nation's cultural values will undergo changes in accordance with the development of the paradigm of intelligence. The importance of school culture as a park for students to develop a variety of intelligence, it is necessary model of school culture that accommodate the growth of various intelligence students. The results showed that the school culture model based on multiple intelligence developed in SD Inpres Palanro was valid, practical, and interesting. Furthermore, the use of the school culture model was effective in increasing the activity of teachers and students in SD Inpres Palanro.

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INTRODUCTION

Initially the term culture (culture) popular in anthropological disciplines. The word culture comes from the word "colere" which has the meaning of "processing", "doing". The term culture evolves to mean "a strategy for survival". The essence of culture is not culture itself but a cultural strategy. Djokosantoso explains three cultural perspectives: (1) culture is the product of the market context in which the pressing regulatory organization and so forth: (2). culture is a product of structure and function that exist within the organization: (3). culture is a product of the attitude of people in their work. So, cultural sense is the same as culture. In other words, school culture can be interpreted as an internal quality that includes: school background, school environment, school atmosphere, and school climate is felt by everyone (Chatib, Munif and Fatimah, 2015). School culture of Depdiknas guidelines, it is stated that the concept of culture can be understood from two sides: (a) culture in terms of its source: (b) school culture in terms of manifestation (appearance).

Thus, there are two schools in the definition of school culture: the behavioral flow and ideal flow. The behavioral flow regards the culture as a total way of life. While idealistic flow see culture as something that is abstract ideational (ideas, thoughts) in the form of knowledge system, spirit, belief, meaning, ethos, value, the capability of mind that functions in forming a pattern of behavior typical of a community. Ideally every school has certain cultural values. For example the values of self-discipline, responsibility, togetherness, and openness. These values characterize the creation of school organizational structures, the preparation of job descriptions, school work procedures and systems, school policies and rules, school rules, school ritual events, and school ceremonial activities. Those values as a whole will shape the quality of physiological and psychological life of the school (Chatib, Munif, 2009). Culture is a life view that is shared by a community group that includes ways of thinking, behaving, acting, values that are reflected in both physical and abstract forms. Cultures can naturally be passed from one generation to the next. One of the efforts to pass on a structured and

measured generation-generation culture, the school as a formal educational institution is designed to facilitate the cultural transmission (Gardner, Howard, 2003). School culture is very important and affects the lifestyle of school people. A good school culture will be reflected in the way of thinking, behaving, and the value of wisdom in school life in both real and abstract ways. However, attention to school culture has not been considered a factor affecting the quality of education. School culture has not been a priority for improving the quality of education in the country. Although the development of school culture is implicit in various school programs, it has not been seen in favor of developing a variety of students' intelligence. For example, school-based quality management programs do not yet reflect school culture that aligns with students' mindset, behavior, and comfort in school learning. Similarly, a superior school that only accepts students with a single intelligence is even biased with the hidden school culture of capitalism. The superior school program does not yet reflect the school culture that accommodates a wide range of student mischief (Meier Dave, 2004). Principal and teacher thinking ways that tend to retain the old paradigm of student intelligence for example, are an example of a non-dynamic school culture. Spatial planning that has no aesthetic values, intelligence values, is also a culture that is not conducive in the learning process of students. As a result, students are uncomfortable, do not like to sit for hours in the classroom, students do not have a sense of learning and feel like in a cage (Surahmin and Kamaruddin, 2016). If conditions like this are left continuously, then it is feared will have an impact on the results of learning that led to the low quality of education in the country. In fact, if examined further from the impact of the development of communications technology, it can be said that social media communications technology has seized the learning desire of students in the classroom. Social media has distracted students in learning certain subjects. Therefore, schools and classrooms as students' learning places should be more interesting than social media (Surahmin and Kamaruddin, 2016).

School is not an institution to curb children to be an orderly and intelligent person, but school is like a learning park. Ki Hadjar Dewantara's concept of "study park" implies that the school should be a beautiful and comfortable place to learn. Learning with comfort without the inner pressure makes learning much more meaningful. Students need to be given the freedom to develop their knowledge, be free to think creatively and discover new things, but there is still a caring and responsible educator who always exemplifies, fosters students' interests, talents and variety of intelligence, and encourages learners develop according to their nature. In line with that, in Permendikbud No. 23 of 2015 on the growth of manners of article 2 paragraph (1) and (4) it reads that: the development of manners aims to: (1) make the school as a fun learning park for students, teachers and education personnel : (4) fostering a harmonious learning environment and culture between school, community, and family. This means that the character (character) or temperament students can be grown through school culture as a fun park for teachers and students. Similarly, there are no parents, people who want their children lazy to learn and stupid in school. Therefore, school cultures are in harmony with parents and the community in the school environment. Along with the development of the theory of multiple intelligence in the realm of education, has many educational practitioners applying in the classroom and provide results are quite diverse.

According to Gardner's (2003) theory that intelligence is not single and fixed, but many and growing. Gardner's intelligence includes the ability to solve problems, create products or provide services declared in a culture or society. Gardner explains: (a) all humans have nine intelligences of varying degrees: (b) each individual has different intelligence profiles: (c) education can be improved by the assessment of students' intelligence profiles and designing appropriate activities: (d) any intelligence occupies different areas of the brain: (e) the nine intelligences can operate independently of each other: and (f) the nine intelligences can define the human species. Teachers are encouraged to start thinking of learning plans that meet the needs of students according to the variety of intelligences, Said and Budimanjaya, 2015. Starting from this new thinking, it can be traced from several sources that schools like Ross School in New York, an independent educational institution, or Key Learning Community, developed into a school of public interest in Indianapolis because it uses the curriculum Multiple Intelligences. The results of previous research, among others: Nur Farida, FTK UIN Kalijaga Yogyakarta (2012) about learning multiple intelligence in primary school. Riza Riftian Ilham, (2014) PGSD FKIP Unismuh Surakarta: about the implementation of multiple intelligence in SD Negeri 6 Tahunan Jepara. Nurul Hidayati Rofiah, 2016. Applying multiple intelligence in Elementary School, Journal of Basic Education Dynamics Volume 8 No. 1 March, 2016.

Based on a preliminary study conducted in SD Inpres Palanro, Barru regency obtained data that: (1) SD Inpres Palanro is located at Jalan Baco Enni No.1 Palanro District Mallusetasi District Barru Regency. The school located 0.5 km from the Mallusetasi District Office to the east was established in 1977. SD Inpres Palanro has a total of 199 students distributed in 6 classes and the number of teachers is 7 civil servants and 2 non-civil servants: (2) Elementary Instruction Palanro is an excellent school in the field of UKS (school health effort): (3) SD Inpres Palanro is a model school implementation of 8 (eight) national education standards by LPMP South Sulawesi Province. The result of initial identification of the researcher concludes that: (1) Physical culture, SD Inpres Palanro has advantages from the surrounding elementary school, but non-physical culture such as teacher paradigm about intelligence still tends to maintain the status quo: (2) disciplinary behavior of robot because it is controlled by check lock machines: (3) social relationships among fellow teachers, committees and societies are not compatible: (4) the spatial arrangement is alive, but has not been able to stimulate the learning tastes in accordance with the potential of multiple intelligences: (5) meet the needs of students: (6) instructional model dominance lectures are instructional, didactic methodically: (7) arrangement of the park has not been utilized as a place to stimulate the potential variety of intelligence according to his nature.

Given the importance of school culture as a park for students to cultivate a variety of potential students' intelligence, the researcher has done research development in elementary school. The objectives of the research are: to describe the development of a valid, practical, and attractive multipurpose model of school culture based on Inpres Palanro Elementary School: and to know the effectiveness of multiple intelligence-based school culture model on the development of students' diversity potential in Palanro Inpres Elementary School. The results of this study are expected to provide theoretical benefits

as a source of scientific information in policy making on school culture in primary schools, as well as practical benefits for school principals, teachers, school committees in physical and non-physical school design that can arouse students'. Structuring the school environment in the classroom or outside the classroom is an important aspect of school culture, (Chatib and Fatimah, 2015). Creating a safe, orderly, and understated atmosphere that is capable of serving a variety of students' intelligence and learning styles. Encourage student activities as early as possible to organize the room with colors, posters, images to stimulate visual learners, music will touch the auditoria students, and early activity will make the kinesthetic student feel comfortable. Similarly, activating the three levels of the brain, namely: brain mind, brain feeling, and brain action, (Meier Dave, 2004). Figure 1 below illustrates a human child weeping because of anxiety and fear, boredom, confusion and doubt as to what his future might be. This child is anxious and afraid because he cannot meet the demands, pressures and expectations of everyone around him. This child is bored because of the circumstances and the environment of the house is not and it is dynamic. He is bored because the school environment and classrooms are less alive, there is no message that stimulates the variety of intelligence and learning tastes. A school culture model that fits multipoint intelligences and student learning styles, mapped out below:

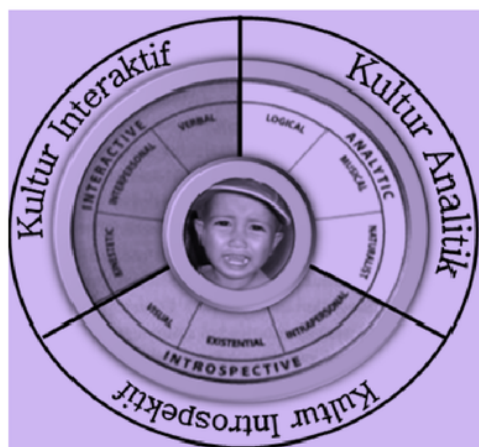


Figure 1. School Adaptation Model of School Culture (Surahmin and Kamaruddin, 2015)

The child is confused because the parents are so busy with their work, hardly any time communicating and guiding her. Teachers teach lesson material that is not in accordance with the learning style, less connected to the ideals that became the condition of the end of his future. Teachers facilitate learning not according to the variety of intelligences. This child is hesitant because no one gives the conviction that he will succeed in the future. In fact, some adults just look down on little children that you will not succeed if you are stupid in school. This little boy wants the need for a school culture that fits or matches his learning style. A school culture design that stimulates its analytic skills, a school culture that maximizes its interactive abilities, and a school culture that brings its introspective capabilities.

Design of Analytical school Culture

The school culture of mathematical / logical school has a physical background with characteristics, among others: (1)

the design of corridors and classes containing logical messages in the form of writing and drawing algebraic formulations. (3) the school's honesty cafeteria contains arithmetic logic messages, (4) the existence of a school cooperative with the appearance of successful figures in the business world: (5) Library with posters of scientists and the results of its findings field of mathematics, (6) Laboratory has a logical mathematical message. School cultures that provide the widest space for verbal linguistic abilities have a physical background with features, among others: (1) there are corridors and wall fences that give written messages, madding: (2) more lively and talking classrooms, dynamic seating: (3) reading corner in front of the classroom to encourage literacy: (4) garden design as a place of discussion: (5) activate stage drama activities: (6) activate KIR (teen scientific work): (7) encourage language and communication skills. School cultures that provide the widest space for students to develop naturalist abilities have a physical background with features such as: (1) arrangement of school gardens, (2) toga plants, (2) study of field trips such as mountains, forests, rivers, beaches and sea: (3) track animals and plants: (4) observe the growth and development of plants and so on.

Interactive School Culture Design

School culture that gives the widest space to the students to develop the intelligence of music art has a physical background with the characteristics, among others: (1) the presence of adequate music art workshop facilities: (2) available types of musical instruments in sufficient quantities such as guitars, flute, piano, lute, etc. (3) classrooms that have sound systems for information purposes and music that aims to build learning tastes through the activation of brain waves "alpha" (brain relaxed learning): (4) the image of the beam, tone. The late Charles Schmid said that music is one of the key keys to achieving speed of learning, at least five times faster than before (Dryden and Vos, 2010). School cultures that provide the widest space for interpersonal skills have characteristics, among others: (1) schools provide a comfortable place for discussion, telling stories and joking: (2) forming study groups: (3) forming data search teams and facts, (4) enabling student organizations: (5) assigning students to participate in real life e.g. disguising themselves as vegetable traders, predicable drivers, etc.: (6) apprenticeship program for students in high school. School cultures that provide the widest range of kinesthetic abilities are characterized by: (1) the availability of sports equipment / material: (2) the presence of refreshing sports fields such as athletics and other achievement sports: (3) gymnastics and dance performances: (4) activate scout activities: (5) activate PMR and UKS activities. Schools should have sufficient locations to streamline the students' kinesthetic abilities.

Introspective School Culture Design

School culture that gives the widest space to intrapersonal abilities has characteristics, among others: (1) Visualization of successful people such as scientists, artists, businessmen, historical figures, etc.: (2) displaying literary works, (4) colored posters or banners of a healthy lifestyle: (5) a hand wash in front of the class: (6) a dumpster in front of the class, with motto: "if cannot pick up garbage, then do not waste" School culture that gives the widest space for visual ability has characteristics, among others: (1) the presence of drawing facilities: (2) a wall of children's creation to draw whatever they want.

Children who like to scribble the walls and tables need to be provided walls or boards as a medium for visual expression. (3) sketches of face images, sketches of buildings, sketches of celestial movements:

School culture that gives the widest space to existential ability has characteristics, among others: (1) the existence of oral messages and writing on the wall about the essence of life, natural disasters: (2) provide books nuanced the nature of life, life after death, history of prophets and apostles, and others: (3) The existence of places of worship, (4) establishing a charity stage: (5) requiring the students to carry the scriptures according to the religion held, read it 3 minutes before beginning any classroom lesson. The results of several previous researches include: Nur Farida, FTK UIN Kalijaga Yogyakarta (2012) on the learning of multiple intelligence at elementary school which concluded that: (1) every individual has basically many intelligences that must be developed since the age of primary education: (2) the development of multiple primary school intelligence requires teacher creativity.

Riza Riftian Ilham, (2014) PGSD FKIP Unismuh Surakarta: about the implementation of multiple intellectuals in SD Negeri 6 Tahunan Jepara which concluded that: (1) students in SD are directed to their best ability and given intensive training, (2) maximize the use of infrastructure and extracurricular according to the students' best ability: (3) the school selects students who have special abilities, then given special stimulation to achieve their respective intelligence. Nurul Hidayati Rofiah, 2016. Applying multiple intelligence in elementary school, Journal of Basic Education Dynamics Volume 8 No. 1 March, 2016 concludes that: every individual has a variety of intelligences, namely: linguistic, mathematical, naturalist, kinesthetic, musical, interpersonal, visual, intrapersonal, and existential. By understanding the variance of this intelligence is expected that teachers no longer consider students who have high grades academically are smart, but all students have the same potential to be smart in their respective fields. The flow of thought in this study can be explained that: National Education aims to the development of the potential of learners to be people who believes and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and to be responsible.

Factually: school culture based on leadership and management (SBM), school culture is effective based on the achievement of institutional goals, superior school culture based on the achievement of certain academic values, and traditional school culture, school park culture of students. Alternative framework: the existence of a school-based culture model based on multiple intelligence, namely: school culture in accordance with the variety of students' intelligence. School culture that fits or fits the student's learning tastes. School culture model that accommodates students who have a variety of intelligence and analytic learning styles, students who have a variety of intelligence and interactive learning styles, students who have a variety of intelligence and introspective learning style.

MATERIALS AND METHODS

This research is a research and development (R and D) approach. The approach used is cross sequential approach, that is: combination between longitudinal approach and cross sectional approach which try to shorten the length of time and minimize development assumptions. (Setyosari, 2013: 224). The product developed in this research is a model of school culture based on multiple intelligences in elementary school level. The components of the model are: developmental steps, reaction principles, social systems, support systems, instructional impacts and impacts of accompanist. The model device is a guidebook for the development of multiple intelligence-based school culture in Elementary School. Four D model development methods, namely: Define, Design, Development, and Spreading. Schematically the flow of this study is illustrated below:

- Definition Stage (Define). The purpose of this phase is to define and define the requirements of developing a school culture beginning with the analysis of school objectives.
- Stage Design (Design). The purpose of this stage is to prepare a prototype model of school culture developed. This stage consists of three steps: (a) Preparation of the instrument, is the first step that connects between the define stage and the design stage: (b) The selection of media is done based on the development objectives.

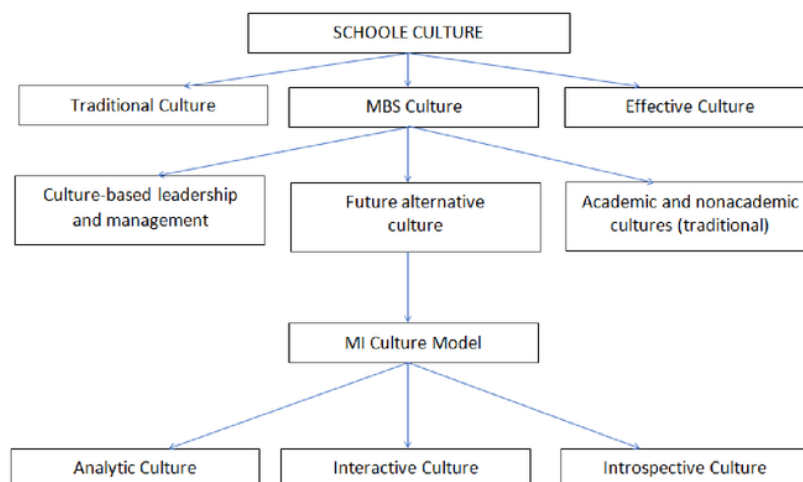


Figure 2. Thinking Framework of School Culture Model

The media serves as a means to develop the school culture: (c) The selection of the format in this case is the format of developing a model school culture model developed or a guide to the development of school culture.

- **Development Stage.** The purpose of this phase is to produce a revised model device based on expert input. This stage includes: (a) validation of model books by experts followed by revisions, then tests of readability and simulation. Limited trial activity followed by data analysis of limited trial results. The results of stages (a) and (b) are used as the basis of the revision. The next step is to further test all school stakeholders. Furthermore, data analysis to test the practicality, effectiveness, and attractiveness of school culture model as the final model product.
- **Disseminate stage.** At this stage it is the stage of using the culture school model that has been developed on a wider scale e.g. other schools. The objective is to test the practicality, effectiveness, and attractiveness of the model and device so as to obtain the final model product.

This research will be conducted in SD Inpres Palanro Kabupaten Barru. Research subjects consist of Principals and Teachers of Inpres Palanro element amounting to 10 people, students 60 people, committee 7 people, parents 12 students. Data collection techniques are: (1) instruments and data collection techniques validity and model: (2) instruments and techniques of data collection practicality: (3) instruments and techniques of data collection attractiveness model: (4) instruments and techniques data collection effectiveness model.

Data Analysis Technique

Data Validity Analysis of School Culture Model developed can be said valid if the model value of KVi validity coefficient > 0.75 . (Nurdin, 2016). The value of the calculated coefficient is compared with the category value $R > 0.75$, if R arithmetic is greater than 0.75, then the model has high reliability. Practicality Data Analysis Model of School Culture The model is said to be practical according to Suryadi (2005) and Yazid (2015): if it can be used easily by the principal. It means that the principal is able to manage the school culture based on multiple intelligences well. Data on whether or not the model of school culture developed was obtained through the questionnaire scores of school principal responses and teachers, students, school committees, and parents in the form of qualitatively processed and descriptive scores. Data Analysis Effectiveness The model uses experimental designs experimental designs (actual experience, i.e.: pretest-posttest control group design following the design scheme in (Sugiono, 2014: 416)

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RESULTS AND DISCUSSION

The objective of the study was to obtain a valid, practical, effective and attractive MI school culture model. First stage, the researcher analyzed: (1) analysis of students' and teacher's needs on desirable culture, (2) MBS based curriculum analysis, and (3) principal task analysis in SBM. Second Stage, Create Design and Development Model, include: (1) preliminary design, (2) expert and empirical validation test, and (3) model implementation. The third stage is to socialize

the model of MI-based school culture to teachers and school committees, and socialization through media in the form of magazines and journals.

The Practicality of School's School Culture Model

The results of the trial are limited, namely: The practicality of the model, the assessment tool used to determine the practical level of the model and its equipment, include: (1) the observation sheet of the learning model, and (2) the principal's observation capability in implementing the model. The results showed that the analysis of the implementation of the steps in the MI school culture model obtained an average score of 4.53, which means that the syntax in the MI school culture model can be implemented entirely.

Observation on the ability of school principals to the level of success of the model, namely: planning activities, obtained an average score of 4.38 categories capable. In the implementation activity obtained the average score obtained 4.68 categories are very able to implement. In the evaluation and follow-up activities, obtained an average score of 4.69 categories are very capable. Furthermore, the supporting component is obtained that the average score of 4.54 is able to use and empower. Overall it can be concluded that the school principal's ability to execute the model of MI school culture and the device is in the "capable of performing" category.

School School Effectiveness Model MI

Effectiveness in this research, seen from two things, namely: student activity and teacher activity. Student and teacher activity in two schools using different culture models, namely SD PPR Inpres (Kultur MI) and SDN 3 Mallawa (MBS Culture). The difference test of two samples was performed after meeting the analytical requirements, namely: homogeneity test and normality test that the data came from homogeneous population and normal distribution.

Test Differences on teacher activity obtained t-count value = 11.155 and t-critical = 2.021: $P = 0.00$. The results of this test show that t count is greater than t critical, which means that the hypothesized model is more effective than other models. Thus, it is concluded that the MI school culture model is more effective than the other models in terms of teacher and student activity.

Interesting School MI Model

The attractiveness of school culture model based on multiple intelligences (MI) is seen from teacher response and school committee response.

Results Questionnaire Teacher Response, namely: planning activities, obtained an average score of 4.55 is very interesting. In the implementation activity obtained an average score obtained 4.60 categories is very interesting. In the evaluation and follow-up activities, the average score of 4.75 categories is very interesting. The teacher's response to the model device used obtained an average score of 4.67 categories is very interesting. Overall it can be concluded that the teacher's response to the use of the model and the device is in a very interesting category. Thus, it can be said that the teacher gave a positive response to the implementation of school culture model based on Multiple Intelligences (MI).

Result of Questionnaire of School Committee Response, that is: for activity of planning, got score average 4,73 category very interesting. Execution activity obtained an average score of 4.73 categories is very interesting. Furthermore, evaluation and follow-up activities, obtained an average score of 4.63 categories are very interesting. Then the school committee's response to the school culture model book based on multiple intelligences (MI) used obtained an average score of 4.45 categories of interest. Overall it can be concluded that the school committee response to school culture based on multiple intelligences is positive.

Third Stage, Evaluation and Spreading Results include: model evaluation activities, model finalization, and model dissemination. The results of the evaluation can be explained that the model and its tools are assessed by the validator team is very valid and theoretically practical. Field test results, both on a limited trial and extensive trials, provide consistently theoretical results, are very practical in usage, effective in achieving the objectives, and interesting to use. Thus, it is concluded that the MI-based school culture model has met the criteria of validity, practicality, effectiveness, and attractiveness. The factual and theoretical model of MI-based school culture is a new and desirable model. MI-based school culture model is very important to be developed to accommodate students' diversity that tend to differ from one another. Not all students are logically intelligent mathematically and languages, students need to be given space to develop other intelligences such as musical intelligence, kinesthetic, visual, natural, interpersonal, intrapersonal, and existential.

The advantages of MI-based school culture model are:

- The model is stipulated in the physical arrangement of the school both in providing facilities that arouse the taste of learning according to the tendency of students' intelligence.
- This model emphasizes the teacher to teach the needs or tastes and learning styles of students, : "No stupid students" in this school.
- This model inculcates the value of human equality and reduces competition among students.
- This model is easy to implement by the visionary schoolmaster of the future of the students.
- This model can increase the intensity of parent involvement or school committee in improving student learning progress.

The shortcomings of the MI-based school culture model are

- This model is rather difficult in schools with limited facilities, except for creative teachers to manipulate adjustment strategies using existing facilities:
- This model often requires specific tools, tools / supporting materials usually become obstacles:
- This model cannot be done by the principal and teachers who are less visionary view students view stupid students and smart students.

Specific findings in the research are:

That the physical model of MI-based school culture enhances the school principal's spirit to conduct school physical arrangement based on the students' variety of intelligence needs, not only the school's beauty value but the school arrangement is done to build student's learning appetite: (2) MI-based school culture can build self-confidence, compete against self, and instill human values.

Conclusion

The model of school culture based on multiple intelligences in SD Inpres Palanro is stated by experts and practitioners has fulfilled theoretical valid and practical criteria. After field testing, the multiple intelligences-based school culture model has met the criteria of practicality, attractiveness and effectiveness. This model is practical because it can be implemented easily by the principal. This model is interesting because it has a positive value for teachers and school committees. This model is effective because it can increase the activity of teachers and students in school. The results of this study need to be followed up with other school samples, so it is expected to be the recommendation of policy making on the implementation of school culture in favor of the variety of students' intelligence, namely: school culture based on multiple intelligences.

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